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ABSTRACT

A four-year program of teacher education at Purdue University-Calumet (Indiana) encompasses the humanities, life and physical sciences, and social and behavioral studies. The professional education component encompasses social, philosophical, and historical foundations of education, educational methodology, measurement and psychology, nature of learning processes, growth and development of learners, and materials for instruction. Electives provide individual students opportunities to add breadth to their undergraduate program. The curriculum is designed around seminar groups, of which the student is a member throughout the program. Emphasis is placed upon early and continuous field experiences. These are designed to provide the student with exposure to children, adolescents, and classroom teachers from various cultural and ethnic backgrounds. The practicum for all education majors in standard elementary and secondary programs consists of a nine-week full-time student teaching experience, supervised by both an appropriate school supervisor and a university supervisor with background in the subject area to be taught. The practicum site is carefully selected for maximum suitability for the individual student teacher, with consideration of the school, grade level or subject, program, and supervising teacher. (JD)

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Early and Continuous:
A Design for Structured Field Experiences

The Preservice Teacher Education Program

Purdue University Calumet

Hammond, Indiana

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Paper Presented
Association for Teacher Educators
Summer Workshop
East Lansing, Michigan
August 2-5, 1981

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Early and Contunuous: A Design for Structured Field Experiences in Teacher Education

Kenneth E. Griswold
Purdue University Calumet

The preservice teacher education program at Purdue University Calumet is the result of planning and reorganization that began with the University's involvement in the Career Opportunities Program - Gary School City in the early 1970's, gained strength with the granting of academic autonomy in 1974 and was finalized as a result of the State of Indiana, Commission on Teacher Training and Licensing revised regulations published in 1976.

Two of the regulations which had special meaning for Purdue Calumet Preservice Teacher Education Program were:

1. Laboratory experiences shall be initiated as soon as possible and, continued throughout the student's program of preparation.

2. Every effort shall be made to include experiences in education of minority groups and the handicapped.

Program Goals

The goals for the undergraduate teacher education program were developed by the Education department faculty. The program objectives stated that upon completion of the undergraduate program, an education major should be able to perform as follows:

1. Give indication that he/she values the individual by being able to

   a. assist each student in the development of a positive self-concept.
   b. create an evironmert in which each student is free to explore, investigate, and risk without fear.
   c. recognize and encourage creativity.
   d. provide the opportunities and guidance and help students develop skills of interpersonal relationships.
   e. communicate effectively with students, parents, and other adults regarding a student's needs.
   f. help students appreciate a pluralistic society which implements democratic principles.

2. Be a student of education as reflected in the ability to

   a. assess intellectual development stages of learners.
   b. formulate performance objectives.
   c. exhibit skill in asking questions.
   d. show competency in sequencing and pacing instruction.
   e. show competency in evaluating individual learning.
   f. possess a range of teaching strategies and the skills to use them effectively and efficiently.
   g. recognize and evaluate new materials and programs.
   h. use media and technology in the education process.
   i. keep informed about organizations, ethics, and other pertinent information concerning the teaching profession.
   j. implement learning in light of the uniqueness of the community or region.

3. Be knowledgeable in the subject field and related areas, be aware of knowledge limitations in the areas, and be able to

   a. identify educational goals that are consistent with a modern day conception of science, mathematics, language arts, social studies, and reading, and that are realistic in terms of what we presently know about children.
   b. establish classroom learning conditions that are consistent with the goals. This requires an ability to exhibit certain teacher behaviors, organize the physical environment, and provide appropriate educational materials.
   c. identify student behaviors that are positive or negative indicators of the success or goal achievement of a lesson.
   d. describe and defend a system of evaluating student behavior that is consistent with the course objectives and that can be communicated to students, parents, other teachers, and administrators.

Program Overview

A four year program of teacher education at Purdue Calumet is outlined in Table 1. The program consists of a general education component, a professional education component, content for the teaching specialty(ies), and electives.

General education consists of the body of knowledge commonly called the liberal arts and encompasses the humanities, life and physical sciences, and social and behavioral studies.

Professional education consists of course work that encompasses social, philosophical, and historical foundations of education, educational methodology, measurement and psychology, nature of the learning process, growth and development of the learner, and materials for instruction with an emphasis on a multi-media

approach. Professional education also includes activities that develop skills in applying basic understandings and teaching methodology in supervised laboratory experiences. Such experiences begin early in a student's program of preparation and culminate in full-time student teaching.

Study in academic areas leading to teaching majors, teaching minors, and teaching endorsements constitutes the teaching specialty(ies).

The elective component of each teacher preparation program provides the teacher candidate with opportunity for self-determination of courses that add breadth and/or depth to the undergraduate experience.

The emphasis in the beginning stages of preparation is on general education with an increasing emphasis on professional education as the student progresses through the four years. At all times the seminar provides a continuing, spiraling, integrating experience.

Insert Table 1 Here

Admission to Teacher Education

The undergraduate curriculum in teacher education permits students to explore their interests in and potential for teaching prior to seeking admission to a teacher education program. Therefore, students seeking admission to teacher education have some basis for the decision to enter the program.

The selection process for teacher education begins as a self-analysis and self-evaluation process by the student while enrolled in ED 101, Introduction to the Foundations of Education, and the 200-level teaching and learning seminars. Introduction to the Foundations of Education provides an opportunity for the student to examine the many facets of teaching as a career and to assess his/her capability for making a significant contribution to the profession.

To be admitted to Purdue Calumet, a student must meet specific admissions requirements (described in the University catalog). Admission to the University, however, does not guarantee admission to a specific program in a particular school.

A student typically makes the decision to seek admission to teacher education during the sophomore year. This decision to seek formal admission to teacher education is made by the student in consultation with his/her seminar leader and academic advisor. For admission to a teacher education program at Purdue Calumet, an applicant must meet the following minimum standards:

1. Shall be enrolled in Purdue University in good standing.
2. Shall have completed at least 30 semester hours of course work, 8 of which shall have been taken at Purdue University.
3. Shall accumulate an overall graduation index of 4.25 on a 6-point scale.
4. Shall earn a C or better grade in any English composition course required by the school awarding the degree.
5. Shall gain the recommendation of an academic advisor.
6. Shall complete a speech and hearing analysis and comply with any recommended remediation.
7. Elementary education majors shall provide evidence of having satisfactorily completed the Elementary Education Entrance Interviews.

The entrance interview process for elementary majors was included in the admissions requirements adopted in 1974. A similar requirement for secondary education students is currently under study by the Secondary Education Advisory Committee. The entrance interview is held in an informal setting where the student meets with two or three members of the Department of Education faculty. At least one of these faculty members must be involved in the teaching of undergraduate classes in elementary education.

The main purposes for the interview are to explore with the student the field of education, the role of the elementary school teacher, the student's view of

"self as teacher", and his/her commitment to teaching as a career. A secondary purpose is to increase communication between faculty and the student and to provide additional contact for the personalization of the teacher education program.

Professional Education

The professional education component includes humanistic and behavioral studies, teaching and learning with laboratory and clinical experience, and practica.

The framework for the professional education component consists of four major phases or levels:

a. orientation and exploration
b. learning processes and socio-cultural contexts
c. skill development
d. professional identification

Corresponding to each level are related seminars, courses, practica, and field experiences.

The orientation phase is designed as an exploratory experience to acquaint the learner with the teacher's world of work as well as an understanding of personal qualities necessary for success. It provides an opportunity for the learner to examine the many facets of teaching, to understand its needs and demands, and to assess his/her capability for making a significant contribution to the profession. In this phase the student also begins to understand the broad formulation of education, the school's setting in both the social and political community, and the ethnic and cultural differences within our society as they relate to the schools.

The second phase focuses upon the learning process as well as the internal and external forces affecting learning. Its purpose is to provide opportunity for potential teachers to develop understanding and appreciation of the learning process, of the learner as a developing personality, of the conditions

and strategies which enhance learning, of the historical and philosophical foundations of public education, of the relationship between school and society, of the diverse socio-cultural contexts of learners and learning, of pertinent current educational, legal, and technical issues, and of the role of the professional educator.

The major goal of the third phase is the acquisition of pedagogical skills by the potential teacher. Generally, this includes the ability to utilize strategies and materials appropriate to the respective content and levels, the ability to work and consult with others in the educational process and context, and the ability to provide environments conducive to good learning.

In the fourth phase, learners are expected to develop a professional identity consistent with their own personal characteristics and with professional guidelines. Through supervised teaching experiences, seminars, and examination of selected educational issues and topics, the development of such an identity is encouraged.

Within the design of the teacher education programs, humanistic and behavioral studies are those aspects of the curriculum which enable students to come to a greater understanding of themselves, to better understand the behaviors of others with whom they will interact, and to understand the fundamental issues and aims of education as they have developed historically and philosophically within our society. The purpose of including such studies in a program of teacher education are (a) to promote the self-actualization of the prospective teachers themselves, (b) to enable the prospective teachers to better help their future students develop appropriate skills, knowledge, and behavior, and (c) to help the prospective teachers understand past, present, and future relationships between school and society.

Courses wtihin the general education component provide basic preparation in the disciplines within humanistic and behavioral studies. One purpose of these studies is to develop an appreciation for and an involvement in "the humanities". A second set of these studies focuses on the behavioral sciences. Such courses as psychology, anthropology, and sociology are designed to help students develop a better understanding of human behavior and social implications.

These offerings are complemented and augmented by carefully designed courses provided within the professional education component. The most specific attempts to develop humanistic and behavioral competencies in the professional education component occur in

Introduction to the Foundations of Education

Psychology of Learning

Society, School and the Professional Educator

Human Development I: Infancy and Childhood

Human Development II: Adolescence

Teaching/Learning Seminars

Selected offerings in Topics and Issues in Education

Learnings in the humanistic and behavioral studies are further developed and integrated through involvement in laboratory and clinical experiences.

In the introductory course, the students explore the foundations of education, are introduced to the teaching profession, and begin to examine the behavioral competencies needed in teaching. The teaching/learning seminars continue this orientation through interaction with other students and professionals.

Psychology of Learning builds on the general psychology course (offered in the general education component) by focusing on those aspects of psychology specific to the learning process and with reasonable applicability to complex human behavior. It examines those issues applicable to learners at any age

rather than characteristics which affect learning at a particular age. Learning is enhanced through field experiences that provide opportunities to observe and apply some of the learning processes discussed in class. Later, students pursue a course in human development, focusing on either childhood or adolescence.

Society, School and the Professional Educator deals with an examination of philosophical ideas and social forces that have shaped and continue to shape education. The role of the school in relation to the concepts of culture, society, social class, pluralism, and values are interpreted. The major social, legislative, and legal events important in the development of the American educational system are examined. Major philosophies of education are compared and contrasted. Selected schools representing diverse educational philosophies and cultural settings are visited and studied.

The foundational ideas pursued in these courses are subsequently integrated in junior and senior level methods and practicum courses. In the senior year, the students add depth of understanding through selected modules in Topics and Issues in Education.

A stated philosophy of the Department of Education has been to integrate courses and experiences in such a way as to make the graduating student "humanly competent and competently human."

Seminars

Curricular design for teacher education has been developed to achieve maximum flexibility, to be responsive to students with varying backgrounds, needs, and learning styles. The design centers around the community of learners concept, in which each student is a member of a seminar group throughout the program. In these seminar groups, students, with the help of a seminar leader, formulate and evaluate their individual patterns of academic and professional study, as well as select appropriate laboratory

experiences. The seminar thus provides the integrative ingredient for each student's program.

When a student decides to enter a teacher preparation program, he/she enrolls in a seminar consisting of about 15 students. Both elementary and secondary education seminars are offered, and a student enrolls in the appropriate one. Faculty from the Department of Education serve as seminar leaders. The student is a member of this seminar group from four to six semesters. Once assigned as a seminar leader, the faculty member also remains with the seminar group. Students have the opportunity to discuss, experiment, and explore the ideas, techniques, and concepts related to teacher preparation. They also have a chance to identify and clarify their personal and professional needs and to integrate their learning experiences.

In the seminars, through discussion and exploration, the students discover personal meaning of the theoretical and experiential aspects of their work. It is here where they begin to see themselves more clearly as teachers and persons. Thus, the seminars provide a forum where students review their decisions to enter the teaching profession as they grow in understanding of the career they chose.

Advising responsibilities of seminar leaders are global in scope. Seminar leaders assist students in the following ways: (a) give continuity to the total educational experience by holding weekly seminars that will encourage students to appraise and evaluate their progress in teacher education programs; (b) help students clarify their personal and professional goals; (c) provide information concerning course requirements, class schedules, admission to teacher education, student teaching, and certification; and (d) communicate to the academic advisor pertinent information regarding student progress.

Since students remain in the seminar groups after admission to teacher

education, the seminars play a significant role in retention in teacher education programs. As students become increasingly involved in the teaching/learning process through the methods classes, the seminars offer an opportunity for continued assessment of potential for teaching and commitment to the profession. Further, seminar leaders are readily accessible to students for consultation regarding goals, perceived progress, etc. Although either the student or the seminar leader may initiate a meeting, students are encouraged to seek out their seminar leader for individual conferences as needed.

Field Experiences

The teacher education programs place emphasis on early and continuous field experience. From the sophomore through the senior year, students are placed in area schools for observation, practice, and student teaching experiences. Supervision of all these experiences by the professional education faculty include on-site teaching, moving toward a cooperative school-university effort. Both the developmental and corrective reading courses provide on-site experience for students, with visitation and supervision by their instructors. In any one year, most members of the professional education faculty are required by the nature of their assignments to visit area schools.

The community resources that support the instructional program include those local schools that are used for laboratory and field experiences. Situated in Lake County, in the northwestern part of Indiana, Purdue Calumet is within easy access of approximately twelve school corporations providing opportunities for a variety of field experiences. Schools in Lake County alone serve a cross-section of the population and range from inner-city to rural, from some with an almost totally Black student body, to some heavily populated by Latinos, to others with a large Appalachian representation, to a few having a chiefly upper-middle class student enrollment. Thus, through

field experiences, students have direct contact with children, adolescents, and classroom teachers from various cultural and ethnic backgrounds. Early and continuous field experiences are an important part of teacher education courses.

In implementing field experiences at all levels of preprofessional teacher preparation, Purdue Calumet utilizes a "centers" concept in cooperation with area schools. The field experience center is an identified school which accepts groups of students for specific developmental experiences during a given semester. Centers represent varying philosophies, organizations, programs, and cultural, social, and economic settings throughout the Calumet area.

The field experience center grows from the mutual goals and desires of the University and the school, with school personnel deciding upon the degree and type of participation they feel they can best incorporate. University faculty who teach professional education courses identify potential sites based on knowledge gained from active association with the area schools. The development of centers and facilitation of their use are coordinated through the Teacher Education Services Office. The Coordinator of Professional Laboratory Experiences handles all procedural arrangements, communications, and formal agreements associated with field experience requests and placements.

The study of teaching and learning theory is placed in educational psychology and methods courses with application observed and practiced in laboratory and field experiences. However, field experiences begin before the formal presenation of teaching and learning theory. ED 101, Introduction to the Foundations of Education, includes field experiences that provide students the opportunity to gain familiarity with a variety of educational programs and to focus on teaching as a career. Students interview school personnel, attend school board meetings, PTA meetings, and open houses, and observe in classrooms.

Experiences related to ED 221, Society, School and the Professional Educator, taken in the sophomore year, continue the involvement with experiences that help the student put the school in a social and philosophical context. Those include systematic observation of teachers and students in a variety of school settings.

Laboratory and clinical experiences that relate directly to teaching and learning theory begin with ED 220, Psychology of Learning. While global understanding of the psychological nature of the learner is pursued in PSY 361, Human Development I: Infancy and Childhood and/or PSY 362, Human Development II: Adolescence, those concepts more directly associated with the teaching/learning process are introduced in Psychology of Learning. In class, students develop psychological models for the learning process that help them to interpret and analyze the complex human behavior that occurs in a classroom. Laboratory experiences are an integral part of the course. On a regular weekly basis, students visit field sites where they observe, participate, and evaluate learning principles and theories in an organized setting.

Methods courses in developmental reading, corrective reading, language arts/social studies, and science/mathematics are taken by elementary education majors during their junior and senior years. Each of the four courses requires the student to conceptualize pertinent aspects of teaching and learning theory and to apply elements of those theories in a laboratory setting. Activities appropriate to each area include analyzing classroom teacher and student behavior, systematic planning, teaching and evaluation of both mini-lessons and whole-class activities, and self-evaluation.

Secondary education majors take a methods course during their junior year that is related to their teaching major, for example, Ed 346, Strategies of Science Instruction in Secondary Schools. Each methods course seeks to

equip prospective teachers with the skills necessary to devise learning tasks that reflect recent concepts and progress in the content field and include a consideration of the intellectual and emotional needs of secondary students. Each course seeks to develop a theoretical base for teaching secondary students within the particular major by applying general learning theory to specific instructional problems.

Laboratory experiences give secondary education students an opportunity to apply learning models, to test curriculum materials, and to analyze evaluation techniques in a secondary classroom setting. Pre-service students plan, teach, and evaluate both small groups and whole-class lessons in local secondary schools. They also observe a variety of different classroom settings with their subject field. Systematic observation of both teacher and student behavior in those settings is encouraged.

During the recent development of the teacher education programs, special consideration was given to the cooperative (i.e., the University and the schools) nature of the teacher preparation process. Input in developing field experineces was sought from area school personnel through means of questionnaires, conferences, and workshops.

Student Teaching

The practicum for all education majors in standard elementary and secondary programs consists of a nine-week full-time student teaching experience, supervised by both an appropriate area school supervisor and a university supervisor with background in the subject area to be taught. Careful attempts are made to provide an experience that

a. allows the student to apply and refine theories, skills, concepts, and materials that have been developed at lower levels.

b. helps the student to grow toward and achieve the full range of teaching responsibilities on his/her own.

c. helps the students to begin to establish professional working relationships with other teachers, supervisors, and administrators.

d. assists the student in developing a mechanism for self-evaluation.

e. permits the student to respond flexibly to new challenges calling for alteration of theory and practice.

The success of any student teaching experience depends greatly upon the attention given to the placement of the prospective teacher in a carefully selected practicum site. Selection of the site includes consideration of the school, grade level or subject, program, and supervising teacher. Recommendations of professional education faculty provide the Coordinator of Professional Laboratory Experiences with information that assists in the identification of both exemplary programs and highly qualified supervising teachers.

The selection of public school supervising teachers is a process that is under continuous evaluation. The placement of student teachers is viewed as a cooperative venture among public school teachers and administrators, university personnel, and student teachers.

The Indiana State Department of Public Instruction recommends that supervising teachers hold a masters degree, have at least three years of teaching experience, and be properly certified in their specific teaching areas. However, these qualifications are considered minimum standards by Purdue Calumet. Supervising teachers not only meet these requirements but are appointed on the following bases: (a) desire to work cooperatively with Purdue Calumet, (b) ability to provide a laboratory setting that is consistent with goals and objectives of teacher education programs, (c) skill in working with adult learners, and (d) capacity to serve as a model of commitment and professionalism for the prospective teacher.

The university supervisor provides educational leadership and liaison between the cooperating school and the University. The student teacher, the supervising teacher, and the university supervisor work as a team as they approach the challenges of creating optimum learning environments

and provide effective learning procedures. The university supervisor plays a crucial role in the establishment of favorable professional working relationships.

The elementary schools that serve as student teaching centers have been selected because of (a) innovative and exemplary programs, (b) highly qualified and committed staff, (c) unique characteristics of the learners and the school community, and (d) desire on the part of the school and the university to cooperate in the education of teachers.

The placement of student teachers begins with general information meetings held for potential student teachers by the Coordinator of Professional Laboratory Experiences in the academic year preceding the year in which the students will be assigned to student teach. Following these meetings, students submit appropriate application materials to the Coordinator in a personal interview. During this conference the student identifies preferences for placement. Students are encouraged to consider exemplary programs and outstanding teacher/learning environments rather than geographic location of schools.

After a majority of student teaching applications have been accepted, the Coordinator meets individually with university supervisors to review requests for placement. At that time a file of supervising teachers who have worked with Purdue Calumet students is reviewed and suggestions regarding outstanding teachers and/or programs are discussed. University supervisors are often helpful also in identifying personal and professional strengths and weaknesses of potential student teachers that influence decisions regarding placement.

Student teaching application materials are then submitted to selected school systems. In most cases a personal contact is made by the Coordinator with the appropriate public school official to discuss specific requests for

placements. This initial contact is often followed by conversations with principals and teachers.

When placements are received, students are notified immediately and advised to schedule interviews with the assigned teacher.

It is the responsibility of the assigned university supervisor to hold a pre-student teaching conference with each supervising teacher prior to the beginning of the student teaching period. This conference is especially important for the teacher who has not previously worked with a Purdue Calumet student teacher. The supervising teacher is provided with a packet of informational materials and a copy of The Purdue Student Teaching Handbook. These materials are available for review before the conference so the supervising teacher can ask pertinent questions. University supervisors often hold group meetings with supervising teachers during the student teaching period.

The personal attention given the placement and supervision of student teachers has resulted in a high degree of satisfaction with the student teaching experience on the part of both supervising teachers and student teachers. Evidence of this satisfaction on the part of public school personnel is demonstrated by (a) the willingness of most supervising teachers who have worked with Purdue Calumet students to accept requests for subsequent placements, (b) positive written and verbal feedback received regarding the quality of supervision from the university, and (c) frequent request from principals and qualified supervising teachers for placement of Purdue Calumet students in their schools.

Data from the Purdue Student-Teaching Opinionaire (PSTO) indicate that a high percentage of student teachers view their student teaching placement as satisfactory and are well satisfied with their student teaching experience.

The university supervisor observes the student teacher working with

learners a minimum of three times during the student teaching period. It is not unusual for a student to be visited several times in addition to the minimum. Student teachers provide university supervisors with a weekly teaching schedule so supervisory visits include observations of student teachers working in a variety of teaching/learning situations. If the university supervisor and student so desire, portable video tape equipment is available to video tape student teaching activities.

After each observation, the university supervisor confers with the student teacher to discuss the student's general progress and to offer constructive suggestions. The university supervisor also confers with the supervising teacher to obtain his/her opinions and observations of the student's progress and development.

Although evaluation takes place continuously throughout the student teaching experience, formal procedures are observed twice during the nine-weeks: at the midway point and at the conclusion of the student teaching period. Midway into the student teaching experience, a three-way conference is held with the student teacher, the public school supervisor, and the university supervisor. During this conference a midterm progress report is completed. A copy of this report is included. An evaluation form appraising the student teacher is submitted by the supervising teacher and the university supervisor at the end of the student teaching period. Forms used for this final evaluation are included. The final responsibility for the assignment of a grade rests with the university supervisor. The grade is based upon personal observations, the conferences described previously, and appraisal reports of the supervising teacher.

In addition to meetings held with the student teachers prior to the student teaching experience, the university supervisor typically holds regularly scheduled seminar meetings during the student teaching period.

These seminars afford student teachers opportunities to discuss their experiences with other student teachers. Supervising teachers and school administrators are frequently invited to attend these seminars. A workshop held during the last week of the semester provides student teachers a final opportunity to share and evaluate experiences with large and small groups of student teachers, with university supervisors, and with instructors of professional education courses.

Evaluation

The Purdue Student Teaching Opinionaire has been utilized for many years to elicit evaluative information from students upon the completion of the student teaching experience. The opinionaire (PSTO) is administered to all education majors immediately following their student teaching experience. This questionnaire is designed to measure student teacher morale with morale being perceived as the way an individual responds to the achievement of individual and group goals in a given job situation.

The approach taken in this instrument is to ask the student teacher to make qualitative judgments and express feelings about the persons and things in her/his environment that are believed to be related to his/her morale while student teaching. The form provides for responses to 60 items which may be grouped into 12 categories or factors. These factors are as follows:

1. Student teacher rapport with the supervising teacher.
2. Student teacher rapport with the principal.
3. Teaching as a profession.
4. Student teacher rapport with the university supervisor.
5. Community support of education.
6. Student teacher load.
7. Student teacher rapport with students.

8. Student teacher rapport with other teachers.
9. Satisfaction with housing.
10. Professional preparation.
11. School facilities and services.
12. Curriculum issues.

An analysis of the responses provides information which can be utilized in structuring future student teaching assignments and in revising course work in the teacher preparation program.

In summary, the findings of the various evaluation activities had a direct influence on changes in existing programs and in the design and development of new programs. The most significant changes in existing programs were the following:

1. A new design for the education component which is exemplified by the integrating seminars.
2. Addition of an introductory course in education offered at the freshman level.
3. Expanded field experiences beginning earlier in the preparation program.
4. Addition of a media experience program for all education majors.
5. Integrated methods courses in the elementary education program.
6. Expanded methods courses for secondary education majors including a scheduled laboratory experience.
7. Addition of a reading course for all secondary education majors.
8. Incorporation of mini-courses that respond to a variety of needs.

TABLE 1

CURRICULAR DESIGN FOR TEACHER EDUCATION

First Year

Begin with general education courses

History	Speech	Philosophy/Aesthetics
Psychology	Mathematics	Foreign Language
Life Science		English

Professional Education
- Introduction to the Foundations of Education
  - Media Experiences Program
    - Module One - Equipment Operation

Second Year

Continue with general education courses

Sociology	Physical Science
Political Science	Foreign Language

Professional Education
- Increase emphasis in professional education courses
  - Foundations
    - Historical, Psychological, Sociological
  - Field Experiences
  - Seminars
  - Media Experience Program
    - Module Two - Media Production

Begin content for the teaching specialty(ies)

Third Year

Professional Education
- Continue psychological foundations
  - Psychology of Childhood and/or Adolescence
- Emphasize skill development courses
  - Methods in elementary or secondary teaching
  - Field Experiences
  - Seminars
  - Media Experience Program
    - Module Three - Instructional Design

Continue content for the teaching specialty(ies)

Selected electives

Fourth Year

Professional Education
- Continue with skill development courses
  - Reading in elementary or secondary schools
  - Seminars
  - Selected education issues and topics
  - Student teaching and practica

Continue content for the teaching specialty(ies)

Selected electives

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